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ABSTRACT

This document consists of three documents in a packet that make up a curriculum guide that presents objectives, content outlines, sample lessons, and background readings for the development of a primary school and a secondary school civics course in Poland. The documents are: (1) Proposed Civic Education Curriculum for Primary and Secondary Schools; (2) Proposed Civic Education Curriculum for Primary and Secondary Schools: Sample Lesson Plans; and (3) Selected Supplementary Materials for Civic Education Teachers. The first document is divided into two parts, one on primary schools, the next on secondary schools. The curriculum for grades 1-5 is on life in society and focuses first on the individual and others, then on people and nature. The curriculum for grades 6-8 is on life in a democratic society, focusing on the group, economy activity of the individual and society, and individual citizens and the government. The part on secondary schools is divided into chapters on people as individuals, social groups, society, nation, economy, the place of Poland in the world, protecting the world, and selected problems of the contemporary world. The second part of the curriculum guide provides sample lesson plans developed by the Polish primary and secondary school educators who developed the outline of the first section. The section consists of 8 lesson plans for primary schools, and 8 for high schools. Topics include group leaders, decision making, children's rights, and economics. Only the titles are included in this document. The third section of the curriculum guide is a table of contents listing supplementary articles by prominent scholars throughout Poland. (DK)

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PROJEKT PROGRAMU NAUCZANIA KSZTAŁCENIA OBYWATELSKIEGO

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INTRODUCTION TO THIS DOCUMENT

This is a translation from Polish to English of three documents prepared as part of the *Education for Democratic Citizenship in Poland* Project. The Project is a cooperative effort of the Polish Ministry of National Education and the Mershon Center, The Ohio State University. The Project aims to help schools and teachers educate succeeding generations of Polish youth to be active, competent citizens committed to democratic values.

Taken together, the three documents in this packet make up a **Curriculum Guide** that presents objectives, content outlines, sample lessons, and background readings for the development of a primary school and a secondary school civics course in Poland. The three documents in this packet are:

Projekt Programu Nauczania Ksztalcenia Obywatelskiego
Proposed Civic Education Curriculum for Primary and Secondary Schools

Projekt Programu Nauczania Ksztalcenia Obywatelskiego:
Przyklady Scenariuszy Lekcji
Proposed Civic Education Curriculum for Primary and Secondary Schools:
Sample Lesson Plans

Wybor Tekstow Pomocniczych Dla Nauczycieli Ksztalcenia Obywatelskiego
Selected Supplementary Materials for Civic Education Teachers

The three publications making up this **Curriculum Guide** were developed in Poland by a group of Polish educators working with a team of American scholars and civic educators organized by the Merhon Center with support from the National Endowment for Democracy and the Polish Ministry of National Education.

Richard C. Remy
Associate Director
Mershon Center

Projekt

programu nauczania Kształcenia Obywatelskiego

dla szkół podstawowych i średnich

opracowany przez zespół programowy
przy Departamencie Kształcenia Nauczycieli
Ministerstwa Edukacji Narodowej
we współpracy
z Mershon Center
przy Uniwersytecie Stanowym Ohio (USA)

w ramach programu

Edukacja Obywatelska
w Społeczeństwie Demokratycznym

Warszawa 1993

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PROPOSED CIVIC EDUCATION CURRICULUM FOR PRIMARY AND SECONDARY SCHOOLS

designed by the Program Team affiliated with
the Ministry of National Education, with
the cooperation of the Mershon Center
at the Ohio State University (USA)

- part of the program

Education for Democratic Citizenship

Warsaw 1993

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We are providing teachers and the academic environment in general a proposed curriculum for a civic education course to be taught in primary and secondary schools. This is a new curriculum, both in terms of its subject and scope. Whether it will be adopted in the future in Polish schools - either using the proposed curriculum or some version thereof - is contingent on many factors: to a large extent, however, it will depend on the evaluation of the interested milieu as well as on the discussion which, we hope, this publication will stimulate.

This program called Civic Education has come into being as part of a larger Polish-American project called Civic Education in a Democratic Society. In accordance with the intentions of its authors, the program should be used to disseminate among Polish youth the appropriate attitudes and behaviors as well as civic knowledge, and, in addition, to shape the practical skills necessary for active and responsible life in a democratic society and a free market economy. More information about this Polish-American venture is included at the end of this publication.

The initial work on the proposed curriculum presented in this publication was done in the fall of 1991. It was then that the 19-person Program Team was selected - from among over 80 candidates - including primary and secondary school teachers. Up until that point, educational materials/programs were as a rule authored by academics. A different view was adopted during the realization of this program. We came to a conclusion that teachers themselves should be the creators of this program. This did not mean that we did not appreciate the contributions that were made in this undertaking by the academics. A large group of academic consultants and reviewers from both the United States and Poland were involved in various phases of this program. This publication should also be viewed as an invitation for a larger community of academics/scientists - interested in this area - to evaluate the proposed curriculum, to verify it and to suggest changes and improvements.

From the very beginning, however, we have decided that the direct teacher involvement and their participation in the design of the program will have a positive influence on its shape, primarily through a better consideration of school realities and methodological/didactic conditions, and at the same time, it will facilitate the administration of the program. We are hoping that the persons who were involved in the program's creation will also become the first group to pilot the program in their schools, and subsequently to offer training for their colleagues.

This decision to rely on the teachers in designing the program was, we think in retrospect, a good one. The team was extremely involved and effective in its work. We are certain that the existence of this group will facilitate the realization of the remaining stages of the undertaking, including its finalization and putting it into life.

The Program Team met on ten different occasions in the period between December, 1991 and July, 1992. Various Polish consultants, and in two meetings American consultants, participated in these meetings. The first meetings were primarily focused on training. Their purpose was to prepare the team to take on a difficult, new task. The contributions of the American civic education specialists were particularly important in those early stages. As the work progressed, the involvement of the Polish reviewers grew larger as well.

The Program Team has also developed sample lesson plans. The selection of supplementary readings which should help teachers in their self-training and preparing their own lessons is being published under a different title. The translations of several American textbooks from the areas of civic education and economics - designed for teachers and students and suggesting new ways of conducting lessons - should be coming out over the next few weeks as well.

The execution of this program was made possible with the financial help of the American National Endowment for Democracy.

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PRIMARY SCHOOLS

INTRODUCTION

This Civic Education curriculum has been written by a group of primary school teachers. Thanks to the help of the Ministry of National Education, we have had an opportunity to gain access to textbooks, sample lessons, and, most importantly, direct assistance from the Mershon Center from the United States, a research center which prepares civic education curricula for American schools. We have also received assistance in preparing this curriculum from numerous Polish academics - sociologists, psychologists, economists, and lawyers.

All comments we have received about the following curriculum have been very valuable. We were not able to take all of them into consideration, however. We wanted to design a program that would reflect well the realities of life in Poland. We have had to put aside, therefore, many of those suggestions which would have resulted in a greater expansion of the purely theoretical portion of the curriculum. The very same goal made it impossible for us to follow many of the suggestions from various American programs as they tended to be too divorced from our realities. Naturally, the authors are solely responsible for any shortcomings of the program.

We would like to see this program enriched by the comments and suggestions of the people who will want to use it. We will also view our mission complete if, as a result of the critiques of this program, many new, more interesting and better programs come into being.

• • •

"Democracy is the worst form of government, but no one has thought of a better one yet." One would think that it was not Churchill a half a century ago, but one of the observers of the contemporary political scene in the Eastern European countries has made that statement. Democracy, although a long awaited and hard fought for system, comes with many problems and is constantly on the verge of collapse.

A proper functioning of the democratic institutions is only possible thanks to active civic participation in decision making, driven by the knowledge, ability, and willingness to pursue the common good. Democratic habits were shaped in many countries over many years of experience. In spite of that fact, special courses are offered in educational institutions of these countries whose primary goal is to communicate the principles of a democratic rule. This is because the basics of civic participation require a highly specific training which will bear the best fruit if it is carried out systematically in schools.

Introducing civic education courses to Polish schools is a particularly important and urgent issue. After many years during which public activity in Poland was stringently regulated by the authorities and critically evaluated by the public, our society exhibits a tendency to divide into small circles of friends and relatives which look upon the political events with a certain degree of detachment. The program described in this publication constitutes one response to the democratic challenge of our times. We would like to introduce in Polish schools the issues preparing our youth to be active and responsible citizens.

This is, for many reasons, a very difficult task. We realize how difficult it is to teach this subject when people are discouraged and disappointed, when the word "democracy" brings out the associations with mess and empty sounding phrases, and the notion of a "market" is associated with unemployment and scandals. It is difficult to formulate a program, in addition, when a shadow of the past overwhelming their proper meaning weighs down over many of the concepts which need to be taught.

One condition of the program's mission to succeed is its appropriate realization. Social science programs have always been, are, and will continue to susceptible to indoctrination. The people who made up our team were supporters of different parties and subscribed to different worldviews. It was important to us to discuss the possibility of civic participation in a democratic society, but without specifically naming the direction of any of such participatory acts. This is also something we want to communicate to the people who will decide to administer our program.

The second presumption derives from our belief about the role of the values comprising the core of the democratic society, such as respect for oneself and others, tolerance, respect for the law, responsibility, or independence of thinking and activity. Such principles should be transmitted by the school starting very early on. They will be important in ensuring meaningful cooperation among people, and not simply the art of manipulation.

In constructing this program we have adopted the assumption that in learning about the reality, students, especially those in primary schools, should start with things that are familiar and close. This explains the inclusion of fairly comprehensive chapters on the family, the schools, and the local government. Getting acquainted with the rules inherent in those three institutions, we believe, will make it easier for students to grasp a more remote, more complex reality. We suggest that teachers utilize the hands-on aspects of the program in the course of its realization. Democracy, after all, requires from its citizens many skills which call for the solutions to concrete problems.

This implies contact with the world which may be quite remote from democratic ideals. It should be neither the role of the program nor the teacher to idealize this world. It is more important, we think, that children learn how to evaluate the world critically, which will allow them to understand the surrounding reality better and to act more effectively.

In order to participate actively in the society, one has to have a certain appropriate store of knowledge, knowledge coming from many different areas. We are convinced that the civic education program should be enriched with the knowledge coming from such disciplines as psychology or sociology. This does not mean that we would like to turn the lessons on this topic into the teaching of those disciplines. We would like the young people to be able, however, to evaluate themselves and their own abilities, to be able to participate in group decision making, to deal with conflictual situations, and so on.

The civic education lessons should, in addition, stimulate the knowledge that students acquired in the course of their history, geography, biology, Polish, etc. lessons.

Another suggestion to be used in the course of the program's realization is to stimulate the students to engage in independent information searches. Students should be told, therefore, where to look for information about current events, and how to do it in order to obtain quality information. The curriculum should encourage the students to ask questions and to seek answers, and not to provide them with pre-packaged solutions.

Active educational methods are required if the goals of the program are to be accomplished. A short description of such methods is outlined below, and sample lesson plans provide their illustration.

New teaching methods pose a problem of properly evaluating students' performance. If teachers should decide to rely on the standard grading scale, they should make sure that students are not evaluated for their views but only for their knowledge and participation in the lessons.

Perhaps a better way to deal with this potential problem would be to rely on some sort of a pass/fail procedure instead.

One huge difficulty that any teacher who decides to use this curriculum will encounter will be the lack of textbooks and problems with finding appropriate readings. We have tried to preempt these obstacles by enclosing to the proposed curriculum a selection of supplementary readings which, we should hope, will prove to be useful.

GOALS

Global goals

The primary goal of this curriculum is to equip the student with the basic knowledge and abilities, and shaping the attitudes thanks to which the student will be able to:

- understand and respect basic democratic values
- participate actively in economic, social, and political life of a democratic society
- develop own interests and skills in the course of further formal or informal education

Cognitive goals

The curriculum should provide students with the knowledge about themselves and the surrounding world, and in particular they should learn:

- the principles of human interaction
- the procedures involved in individual and group decision making
- the principles of activity of various social groups
- the principles of functioning of local communities
- the basic principles governing the social, economic, and political life of a society
- human and citizen rights codified in international documents, constitutions, and selected laws
- selected problems of the contemporary world

Educational goals

The program will place an emphasis on shaping of the following abilities:

- independent and critical information use
- functioning as a responsible member of the society who can express her opinions and to respect different points of view
- tolerance of diversity - based in appearance, character traits, attitudes and beliefs
- using democratic procedures, e.g., negotiations, voting, protest
- acting on the basis of consciously made, individual or group, decisions
- acting in accordance with the law and providing the protection of the law to individuals and groups
- undertaking actions for the well-being of the society
- being able to get things done in various government and other public institutions

EDUCATIONAL METHODS

One overriding principle of the curriculum described herein is to prepare young people to be active participants in a democratic society and nation. This calls for reliance on active

educational methods in lieu of transmitting more abstract, "pre-packaged" information, detached from the students' social experiences. The lessons should equip the students with the abilities, attitudes, and ideals of civic behavior. The authors of the program find it important, for example, that students not only be able to enumerate human rights and know in which documents they are codified, but also to identify, respect, and defend them in concrete social situations.

The lessons in a course on life in a democratic society should:

- teach critical thinking and independent decision making
- teach how to ask questions, present different points of view, disagree, and achieve a compromise
- offer a direct experience in identifying and solving concrete social problems and situations (including those of the local communities and other groups which the students happen to be members of).

The educational methods suggested in the lesson plans do not boil down to transmitting abstract and dry information - quite on the contrary, they are meant to engage students psychologically, to arouse their motivation and interest, and to teach them how to think and act independently. The methods relied on in this program include, among other things,:

- socio- and psycho-drama
- games and playing
- simulations
- discussions and debates
- brainstorming
- interviews
- questionnaires and quizzes
- audio-visual methods
- performing task outside of the school
- analyzing documents
- analyzing cases
- decision making using decision trees
- analysis of the pro and con arguments
- problem solving
- learning how to write petitions, complaints, requests, and other "civic documents."

Naturally, traditional educational methods are relied on in addition to these alternative forms - presentations, mini-lectures, or memorizing the material. The curriculum also assumes a change in the role of the teacher who stops being a "question asker," "supervisor," and "transmitter of information" flowing uni-directionally, and becomes an organizer of students' educational experiences in the context of information and beliefs exchange. Oftentimes, there is a moving away from the formula of working with the class as a whole to independent work of students in small teams or pairs, and to tasks performed individually or in group outside of the school context (e.g., in the local community, town district, etc.)

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The thematic chapters to be realized in grades 1-5 constitute an introduction to a 3-year course called "Civic Education."

Their primary goal is to prepare students to be able to comprehend fully topics to be covered in higher level courses.

It is the authors' assumption that the primary education teacher in grades 1-3, and the advisor in grade 4-5, will decide about the order in which different issues will be introduced, depending on the students' abilities, and the correlation with other courses.

It is suggested that some of these topics be introduced in lower level courses (e.g., chapter 2 or 1 a, b), whereas others can be covered in upper level grades 4-5 (e.g., chapter called "The Nation" or 1 d) - this will be denoted with an asterisk (*).

Content Outline for
The Curriculum "Life in the Society," Grades 1-5

I. Me and Others

A. Identity, a feeling of separateness and similarity to others:

- self-portrait - who am I, what is important to me, what do I like, what do others like about me, what would I like to change about myself
- similarities and differences among people - where do they come from and what consequences do they have
- circles of closeness - close people, distant people

B. Emotions and their expression:

- what kinds of emotions do you experience and how do you express them
- how can we know what others are feeling
- what kinds of feelings do children and teenagers experience in difficult situations and how do they deal with them

C. Communication:

- different ways of communication - verbal and non-verbal, direct and indirect, etc.
- passive and active listening
- how to be decisive and stand up for one's beliefs without putting others down
- knowing how to say "no"
- on conflicts and ways to solve them

D. Decision making:

- what is a decision? costs and benefits from different solutions
- avoidance of making a decision and its consequences
- making mistakes and changing one's mind
- I as a maker of successes

II. People and Nature

A. People and nature - exploitation or symbiosis? A balance sheet of costs and benefits:

- how do people change their environment
- how do changes in the environment affect our lives

B. What is a healthy life:

- proper nutrition
- proper hygiene
- why are habits/addictions dangerous

C. How can we take care of our local environment?

THE NATION

- national consciousness
- the notion of a homeland
- national symbols
- tolerance of other nations and ethnic minorities

A series of lessons on the subject of the nation, we suggest, should be given in the 4th grade, due to the possibility of a correlation with topics covered in the 4th grade history and Polish lessons.

Content Outline for
"Life in a Democratic Society"
A Civic Education Course
Grades 5-8

GRADE VI

III. The Group

A. A social group

1. The necessity of having to live with other people and its consequences

   Dilemma: Can one become completely independent of other people?

2. Diversity of social groups arising from different goals and for different reasons:

- informal groups (e.g., social)
- formal groups (e.g., a school class)
- groups which your parents may belong to (e.g., political parties, religious groups, professional groups, etc.)

3. Membership in a group:

- group norms
- rights and responsibilities of a group member
- group attractiveness

4. Roles and positions in a group

5. Position and role of a group leader:

- what does it mean to be a leader
- organizing group activities as a basic task for the leader
- leaders emerge spontaneously; who would you choose to be the leader of your group
- does the leader need to have charisma
- democratic society needs a lot of leaders

   Dilemma: Can a group have multiple leaders?

6. The strength of group ties and its conditions. Well-integrated and poorly integrated groups.

7. Conflicts within the group - their causes and ways of solving

8. Possibilities of common action for some group members only, for the group as a whole, for the larger collectivity (e.g., the school, local environment):

- problem identification
- persuading others to come around to one's point of view
- coalition building

B. The School

1. Principles of the school's functioning:

- school financing; school budget - revenues and outlays
- school management; director, school board
- location and role: of students, teachers, and parents in the structure of the school

2. Rules governing school life - the school statute, the student code:

- compared to the international documents
- in the school's practice

3. Influence of students on school life:

- student representatives at school (ways of electing them, their scope of activity)
- informal ways of influencing school life (e.g., protest)

Dilemma: Can the activities of the student rights representative be effective?

4. Conflicts and ways of dealing with them

Dilemma: Can the school be a democratic institution? Can the school be a community?

C. Local community

1. Map of the local community (my neighborhood, street, part of town, parish, district, township)

2. The principles of the local community's operation:

- participation of citizens in the [students'] closest environment
- elections to the local government and its powers
- the role of the local government's statute
- the local government office - where, what, and how one can get things done
- ways of contacting and controlling the authorities

3. How does the local government's budget come into being and what is it used for:

- revenues (taxes, surcharges, the local government's economic activity)
- outlays

4. Economic linkages with the national government and the world:

- what is produced in the locality and who is it sold to
- why do we have foreign goods on our markets
- where do town residents work at and where do those working in town live

Dilemma: How can a town be economically self-sufficient?

5. Conflicts in town, their causes and ways of solving them

6. What can you change in your town?

Dilemma: Collective good v. town good

D. Society and diversity within it

1. What is the cause of the differences among people:

- economic divisions
- national/ethnic divisions
- other divisions

2. The division of the society into social classes. Social hierarchy in the Polish society.

3. What is my social position dependent on and how can I change it?

4. Societies with pronounced and weak social divisions. Historical and contemporary examples. (India, USA, Denmark). Social and economic consequences.

5. The bottom of the social ladder.

6. Social changes. Factors and ways of change.

GRADE VII

IV. Economic Activity of the Individual and the Society

A. How does a free market economy work?

1. Limited resources do not allow the satisfaction of everybody's needs. Necessity of having to make choices.

2. How do people cope with the problem of limited resources:

- production
- exchange
- economic decision making (family budget as an example)

3. Supply and demand

4. The laws of cyclical money flow. Producer-consumer. Threat of inflation.

5. How do producers attempt to influence consumers?

6. How do businesses look for capital:

- bank credit
- partnerships

7. Labor market:

- how to look for work
- labor laws and the role of labor unions
- unemployment - roots and ways of dealing with the problem

B. The role of the government in the economic arena

1. Budget:

- revenues (taxes, customs fees, license fees, etc)
- outlays

2. The role of the government in the economy:

- protecting property rights
- responsibility for economic stability
- protecting consumers' rights (e.g., fighting monopolies)
- social politics

3. Poland as a component of the world economic system:

- benefits from Poland's relationships with world economy
- foreign trade
- Poland's participation in international financial institutions, rights and responsibilities
- Poland's problems associated with trying to switch to the free market economy

C. Economic issues at school

1. Opportunities for economic activity at school and in the local environment. What are costs and profits contingent on?

2. How to start a business?

Dilemmas:

* Social equality v. economic freedom
* In what kinds of situations can the interests of the employer and those of an employee clash?

V. Individual citizens and the government

A. Human rights

1. Human rights are natural and cannot be taken away

2. A list of the most important rights and freedoms:

- personal and political
- social, economic, and cultural
- minority rights

3. Children's rights

4. Execution of rights and freedoms:

- through the courts
- through advocates

- through national and international human rights organizations
- through citizens' initiatives

Dilemma: What are the limits to human rights and freedoms?

B. Universal principles of democratic societies

1. What is power?

2. Majority rule and minority rights in a democratic society

3. The role of the law:

- protects the individual
- regulates relations among people
- regulates relationships among the individual and the government

4. Tripartite division of power

5. The law of civil disobedience when confronted with the government breaking the law

6. Democracy v. other forms of governing

Dilemmas:
* Is democracy the best way to govern?
* Can the public good conflict with the individual good?
* What are the limits when it comes to individual freedoms and the necessity of maintaining public order that the government is responsible for?

GRADE VIII

C. The Constitution

1. How did the Polish Constitutions come into being?

2. The Constitution as the supreme law of the nation

3. Tripartite division of power (in the Polish Republic):

- legislative
- executive
- judicial

4. Organization and functioning of the government - branches of the government, their powers and ways of (s)electing

5. Citizens' rights

6. Citizens' responsibilities

D. Forms of citizen participation in a democratic society

1. Gathering information necessary to express opinions and actively participate in the public life

2. Taking advantage of one's writing skills in order to exert an influence on public life (e.g., signing a petition)

3. Public Opinion

4. Citizen groups and their role (e.g., environmental, Amnesty International, etc.)

5. Political parties

6. Ways of expressing support and objection (elections, referenda, picketing, demonstrations, etc.)

Dilemmas:
* Should all organization and parties be made legal?
* Can the right to protest be overused by citizens?
* Can a democratic society function without active public participation?

E. Threats to democracy

1. Lack of respect for other citizens' rights (e.g., racism, nationalism, religious intolerance)

2. Lack of a balance among different branches of government

3. Infringements on human rights by a democratic society

4. Excessive political divisions of a democratic society

5. Democracy during a period of an economic crisis

Depending on the needs which may arise in the course of the program's realization and students' expectations, teachers should have a lesson on contemporary world problems. A sample listing of such topics is presented below, on the assumption that it will be continuously updated.

CONTEMPORARY WORLD PROBLEMS

Suggestions:

* The role of Poland and medium size countries in the world politics
* Unified Europe - common elements and contradictions
* Patriotism and nationalism. Patriotism in unified Europe.
* International conflicts
* International organizations and their role
* Economic competition as a substitute for military conflict
* Energy problems in the world
* Activities of environmental organizations

- Wealth and poverty. Rich and poor countries - cooperation
- Diseases (AIDS, cancer, drug addictions, alcoholism) and their social influences
- Propaganda and advertising

THE FAMILY AS A SOCIAL GROUP IN WHICH VALUES, ATTITUDES, AND BELIEFS ARE SHAPED

- What does the family facilitate and what kinds of things does it impede?
- Roles in the family - who rules, who is a broker, and who looks after others?
- Conflicts in the family and solving them (e.g., negotiations, therapy, courts)
- Manifestations of abnormal family functioning (lack of emotional bonds, inappropriate relations, breakdown)
- Social roles which the family prepares for

- How does the law protect the child and the family? Poland v. selected countries of the world
- Other problems of contemporary Polish family

Issues concerning the family are not covered as a separate chapter; however, due to their significance, they should be covered in the 8th grade.

Curriculum Guide for Secondary Schools

Introduction

The process of transition in Poland, and changes occurring as part of it, have made it necessary to design a completely new course - Civic Education. The primary goal of this course is to allow students to learn the skills which will facilitate their future active and informed participation in the society and the nation.

The curriculum in question emphasizes the importance of independent thinking, independent information search and verification, as well as learning how to make decisions, how to function in groups, including how to communicate effectively without giving up one's views.

The format of this new course's curriculum is far from traditional. It does not contain a listing of the information that the student should learn in order to convince him/her that there is only one valid way of describing the social, political, and economic reality.

The curriculum which we are presenting here aims to convince the student that an individual is a part of the society, and that active participation in social life is not a redundancy but that it can help people self-actualize.

We believe that it is the responsibility of the school to create opportunities for students to learn about and understand various contemporary social dilemmas, without at the same time providing them with pre-packaged solutions to these dilemmas. We are convinced that the school, addressing the problems and difficulties of a newly born democracy, should also be the place where democracy is taught.

We would like graduates of Polish schools to be able to act rationally and to be able to anticipate the consequences of their actions. We also would like them to be aware of the possibility that they can influence the development of their country and the world, and to, at the same time, have dreams and imagination. Embarking upon adult life, these people should base their activity on respect for human dignity and on knowledge deriving from human experience.

The curriculum's realization has as its intention to make students aware that it is the essence of democracy to:

- respect the principles on which a democratic society is based, including: respect for the law, division of power, judicial independence, majority rule accompanied by respect for minority rights, separation of the church and the state, civil control of the military,

- to recognize such democratic constitutional values as right to life, personal, political, and economic freedoms, freedom of speech, equality before the law, acceptance of pluralism and racial, religious, and ethnic differences.

Due to the broad and diverse nature of the curriculum, many topics are related to topics covered in different courses, and that is why we think it is necessary to make these linkages explicit.

We suggest that the course Civic Education be covered during three years of 2-hours per week lessons.

Global Goals

After going through this course students should:

- acquire a broad knowledge about social, political, and economic bases of Polish democracy
- develop civic skills important for effective and responsible participation in life
- deepen their understanding of the principles of behavior in accordance with basic democratic values, such as respect for human dignity, freedom, and equality.

Cognitive Goals

The course should help students to:

- develop an awareness of their personal goals and values which they will pursue in their lives as citizens in the context of their local community and the nation as a whole
- understand and be able to analyze the basic social structures and the dynamics of life in groups, families, and schools
- define basic characteristics traits of an open society and apply them in reference to the structure and the modus operandi of the Polish society
- understand the organization and functioning of the most important institutions of the Polish society
- describe different ways in which democratic systems maintain the awareness of threats to democracy, to learn democratic ideals, and to respect human rights in the course of their daily lives
- know the most important features of contemporary, competitive, free market economies
- analyze problems which are faced by the Polish economy undergoing the transition to a free market economy
- become aware of the current and future relationships of Poland with the European Economic Community
- explain the reasons for and consequences of Poland's participation in the United Nations Organization and other international organizations, associations, and charters
- categorize the reasons for threats to the natural environment and to point to possible solutions at the local, national, and international levels
- apply the civic knowledge and skills in evaluating selected problems of the contemporary world

Civic Participation Goals

Students should know how to:

- gather information about political events, problems, and contentious issues
- express and defend their ideas and opinions in front of other citizens, the government, and the mass media
- understand the influence of political decisions on their own lives
- evaluate the positions and political activity of their co-citizens, interest groups, and the government
- make well-thought out decisions, in their daily political lives, concerning public problems and group leadership
- collaborate with other citizens and groups in order to accomplish mutually desired goals
- promote and stand up for own political interests taking into account the public good

I. PEOPLE/INDIVIDUALS

A. Identity and individual development

1. Needs v. dreams:

- my needs (Maslow's hierarchy of needs)
- space in which I live (cultural world which allows me to understand the natural world)
- dreams, plans, and ways of realizing them

2. How can one deliberately change one's life - knowledge and skills helping in social functioning:

- teaching the sense of one's self-worth - dignity
- creating the foundations for communicating with others (international communication, negotiations, mediation)
- decision making
- differences in worldviews (being passive v. being active)

B. Values:

1. Defining values

2. Classification of values:

- individual
- social

Dilemmas:

* What should one do when individual values clash with social values?
* In what kinds of circumstances can individual values take precedence over social values?

3. Human rights:

- charter concerning human rights and basic freedoms
- human rights which cannot be taken away:
- right to life
- right to personal and political freedoms
- right to property

Dilemmas:

* When does the sphere of human rights grow?
* Is one free, or does one become free?
* Is there freedom without responsibility?

4. Attitudes towards the evils - working against the evils in socio-political, legal, and moral aspects

5. Habits and behaviors conducive to the creation of a democratic society

- ability to co-exist with others (politeness, sympathy, generosity)
- respect for the law, and private property
- tolerance - openness to different views, beliefs, acceptance of diversity, independence of thinking
- personal responsibility (willingness to accept responsibility for oneself and consequences of one's own actions)
- self-discipline - obeying the rules without external stimuli
- willingness to compromise - realizing that some compromises can be dangerous to democracy
- seeking consensus
- patience and perseverance in working for public goals
- patriotism
- autonomy of thinking and action, and ability to count on oneself

II. Social Groups

A. What groups of people do you belong to?

1. The family - relationships in the family

- legal regulations of family life

Dilemma: Why does the law intrude on the life of such a small and specific social group?

2. What influence do formal and informal groups have on social life:

- groups having political goals
- groups working for local communities
- what goals do the groups you belong to have?

Dilemma: A youth gang - an attempt to discover the strength or to hide the weaknesses?

B. The school

1. Groups composing the school - students, teachers, parents, sponsors:

- how does each of these groups affect school life
- representative and governing institutions at school

2. Influence of students on school's internal regulations:

- self-governing
- learning of democratic procedures
- student leaders - youth initiatives

3. Democratic ways of conflict resolution:

- mediation
- student rights advocate

Dilemmas:

* Cooperation among students - inevitability or necessity?
* The school of your dreams v. the reality

C. Communication, conflicts, and their resolution

1. Ways of communication in a group
2. Roots of conflicts and conflict resolution

Dilemma: Reality and misperception in conflict

III. Society

A. Functioning and structure of society

1. Society as an organized structure:

- how is the society structured
- how does the society function
- why are some social groups superior to others
- what stimulates social change

Dilemma: Because conflict is a normal thing in a free society, how can we control it?

2. The structure of the Polish society:

- theories of social stratification
- actual changes in the social structure in Poland

B. Free society as an open society

1. Looking after one's own interests can serve the common good as well as our own good

2. Links between individual and group interests:

- clashes of group interests
- protection of individual and group interests - equality before the law

3. Citizenship skills:

- knowing how to self-organize
- participation and shared responsibility

4. Features of an open society:

- free flow of ideas, information, capital, people, etc.
- openness towards others
- openness to change
- pluralism
- individualism

C. Society and nation in contemporary political doctrines:

1. Liberal

2. Conservative

3. Social democratic

4. Christian democratic

5. Other

IV. Nation

A. Politics and politicians

1. What is politics?

2. Ways in which governing centers can emerge

3. Ways of governing and their legitimation

4. Ways of making political decisions

5. Political elites and their function

B. Country vs. nation

1. The nation's genesis

2. Functions of a contemporary nation

3. Factors making a nation

4. Single- and multi-national countries

5. Ethnic conflicts - need for tolerance of other national groups and ethnic minorities

C. Democracy

1. Different forms of democratic systems

- direct and representative democracies
- presidential and parliamentary/cabinet models

2. Majority rule, respect for minority rights, and representation principle - basic principles of a democratic society's functioning

- forms of majority preference expression
- principles of electoral law
- electoral competition as an expression of a political game

3. A country's religious politics using Poland as an example

4. Threats to democracy:

- anti-democratic systems (totalitarianism, authoritarianism)
- lack of public involvement
- absence of tolerance
- lack of public responsibility
- lack of respect for the law
- manipulating public opinion
- widespread public poverty

5. The role of public opinion in a democratic society

- public opinion as an expression of public sentiment
- influence of public opinion on changes in ways of governing
- informing the political elite about one's points of view
- buttressing one's opinions through receiving reinforcement from others
- forms of social protest

6. Mass media in a free society:

- mass media as an informal element of power
- ability to choose critically information to be communicated to the public
- ability to rely on the written and spoken word - as a pre-condition of active participation in civic life (being responsible for one's opinions)

D. Constitution in a democratic society

1. Constitution as a form of controlling the government

2. Powers and limitations of the government

3. Constitutionally guaranteed public rights as well as:

- right to ratify, amend, and even criticize the constitution
- conditions of civil disobedience (e.g., when human rights are violated by the government)
- forms of civil disobedience (e.g., refusing to pay taxes, ignoring the draft)

4. Civic responsibilities

Dilemma: What are the limitations on individual freedoms?

E. Political parties and systems

1. Tasks of political parties in a democratic society

2. Political pluralism in Poland

3. Limitations on party activity:

- financing of parties
- constitutional limitations and state rights

4. Operation of political party systems in selected countries

Dilemma: Under what circumstances can a political party be outlawed?

F. Institutions of the Polish government

1. The Constitution of the Polish Republic as a supreme act of the country

2. Division of governmental authority:

- legislative power: functions of the Sejm and the Senate of the Polish Republic (the role of parliamentary opposition, legislative path, conflict of interests and its impact on voting for members of the Sejm and the Senate)
- executive power: general governmental administration and its basic functions
- the role of the President in the Polish political system
- the judicial system

3. Local government

4. Judicial and legal organizations in Poland

5. International organizations working for human rights protection:

- European Tribunal of Human Rights
- International Justice Tribunal
- Amnesty International
- Helsinki Commission

Dilemma: When does the law turn into the absence of law?

6. How to defend one's rights - familiarity with the law.

7. Citizen vs. government:

- basic principles underlying the relationship between citizen and government
- irregularities in the operation of the administration
- specifics of the penal code with regard to young offenders

Dilemma: Administering the punishment - and what next?

G. Functioning of the institutions and social and professional organizations independent from the government

1. Organizations representing employers and employees

2. Associations

V. ECONOMY

A. Introduction to economics

1. Basic economic concepts:

- economy
- means of production
- labor
- employer/business owner
- market
- supply and demand
- capital
- money
- prices

2. Property and its forms

Forms of property:

- private - a private business, partnerships and their forms: individual, capital, corporations, etc.

- public - governmental and other

B. Characteristics of contemporary economy

1. Role of the market in the economic process - market mechanism:

- process of market competition
- significance of supply and demand under competitive conditions
- function of prices in the economy - retail prices, bulk prices, market prices
- costs

2. Different types of markets:

- market of goods and services
- labor market

3. Capital market. Functioning of the stock exchange:

- basic terms related to the capital market
- exchange of valuable papers as a component of the market:
- types of exchanges (exchange of valuable papers, money, and goods)
- reading exchange rates
- stock rates

4. Conditions of the market's proper operation:

- many buyers and many sellers
- perfect information
- easy access to the market
- identical products (same type and same quality)

5. Competition among firms via:

- prices
- quality
- service

6. Advantages and disadvantages of competitive markets

- advantages:
- effectiveness
- general economic growth
- motivation to more productive work
- disadvantages:
- uncertainty associated with market activities
- possibility of going bankrupt
- unemployment

7. The role of the government in market economy:

- establishes legal and institutional framework within which economic activity can take place and protects property rights
- is in charge of tax imposition and collection
- intervenes in the market's functioning
- is responsible for the country's economic stability
- carries out other social goals (e.g., social welfare, countering unemployment)

8. Ways of accumulating monetary capital by businesses:

- personal savings
- business savings (savings from profits)
- bank credits
- exchange of valuable papers

C. Role of money in economy

1. Money and its value

2. Forms of money

3. Banks and their role in market economy

- bank system in Poland
- how banks make (create) money

4. Government's monetary policy (budget surplus, budget deficit, inflation)

Dilemma: What kind of a financial risk are you willing to take with your money?

D. Economic decision making and its costs

1. Family budget

2. Firm budget

3. National revenues and government's budget:

- sources of national revenue
- country's budgetary outlays
- control over carrying out the country's budget by the Polish Sejm

4. Impact of economic decisions on the state of the natural environment

E. Poland's economic problems

1. Problems with economic development, among other things:

- lack of infrastructure
- debt
- unemployment
- inflation
- low levels of productiveness
- limited export opportunities

2. Ways of overcoming economic underdevelopment, among other things through:

- industry restructuring and increases in production
- development of foreign trade, growth in exports
- borrowing money to make investments
- foreign assistance
- society's economic education

Dilemmas:

* Does Poland need foreign capital?
* Is Poland an attractive country for the foreign capital?
* To subsidize domestic production or not?

F. Prospects for integrating Polish economy into the European Community.

1. The scale of obsoleteness of Polish economy

2. Adjustment processes in Polish economy

3. The status of member countries and countries affiliated with the European Community

G. Poland in the world's economic system

1. Place of Poland in international trade

- profits from international trade

2. Poland's association with international economic-financial institutions:

- World Bank
- European Currency System
- Paris Club
- European Economic Community
- International Currency Fund

VI. THE PLACE OF POLAND IN THE WORLD

A. Directions of Polish foreign policy

1. Poland and systemic and territorial changes in Central Europe

- breaking down national and cultural stereotypes
- cooperation of neighboring countries

2. Possibility of integration into the European Community:

- economic [integration]
- political
- military
- cultural

Dilemma: Integration of Poland into the European Community - a threat to Polish democracy?

3. Poland's participation in international politics:

- United Nations Organization
- Conference on Security and Cooperation in Europe

B. Poles abroad and their relationship with their home country

Dilemma: Should Poles living abroad take part in deciding about the country's fate?

VII. LET'S PROTECT OUR WORLD

A. Humans' natural environment and elements which comprise it

1. Human and his/her place in nature

2. Animal and plant worlds v. conditions of human life

Dilemma: Do natural and civilized worlds have to clash?

B. Changes in nature as a consequence of humans' presence

1. Creative human activity

- landscape changes as a result of human activity (e.g., architecture)

2. Destructive human activity:

- environmental pollution as a consequence of industrial and technical development
- regions of ecological disaster in Poland
- fighting environmental pollution as a pre-condition of human survival

Dilemma: How to reconcile human activity with maintaining a clean environment?

C. Ecology as a contemporary human philosophy

1. Molding pro-environmental attitudes

- What can each of us do for the clean environment?

2. Organizations working for the clean environment:

- Greenpeace and its activity
- national organizations dealing with environmental protection

3. Threats to the environment coming from outside of the borders

Dilemma: What is the level of interest in environmental affairs in different countries contingent on?

VIII. SELECTED PROBLEMS OF CONTEMPORARY WORLD (lecture topic suggestions)

- Poland v. Europe - political position v. economic debts
- Threats to the civilization and their social consequences (diseases, unemployment, hunger, etc.)
- Problems of ethnic minorities
- Religion and its role in the contemporary world
- Politics v. morality
- Taking advantage of informational resources in the contemporary world
- Natural v. human-made law

The following publications
will soon appear under the auspices of
EDUCATION FOR DEMOCRATIC CITIZENSHIP

1. A proposed curriculum for the course on Civic Education - composed of lesson plans,
2. A selection of supplementary materials for teachers of Civic Education,
3. Robert B. Wojach - How to become a leader?
4. Justice (part of a series on Law in a democratic society)
5. The authority (part of a series on Law in a democratic society)
6. Duties and responsibilities (part of a series on Law in a democratic society)
7. Law in a democratic society - a methodological notebook for the teachers
8. Basic economic concepts - a teacher's book (part of a series on Economy in an open society)
9. How to teach economics in primary schools? (part of a series on Economy in an open society)
10. How to teach economics in secondary schools? (part of a series on Economy in an open society)

PROJEKT PROGRAMU NAUCZANIA KSZTAŁCENIA OBYWATELSKIEGO

PRZYKŁADY SCENARIUSZY LEKCJI

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Projekt Programu Nauczania Ksztalcenia Obywatelskiego:
Przyklady Scenariuszy Lekcji

Proposed Civic Education Curriculum
for Primary and Secondary Schools:
Sample Lesson Plans

This part of the Curriculum Guide provides sample lesson plans developed by the Polish primary and secondary school educators who devloped the outline document in the previous section. Some of the primary school lessons in this document, or derivations thereof, have been incorporated into a primary school civics course developed as part of the *Education for Democratic Citizenship in Poland* Project.

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W ramach programu

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w
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PROPOSED CIVIC EDUCATION CURRICULUM FOR PRIMARY AND SECONDARY SCHOOLS: SAMPLE LESSON PLANS

Prepared by: The Curriculum Team affiliated with the Department of Teacher Training at the Ministry of National Education with the cooperation of the Mershon Center at The Ohio State University (USA).

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WYBÓR TEKSTÓW POMOCNICZYCH DLA NAUCZYCIELI KSZTAŁCENIA OBYWATELSKIEGO

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Wybor Tekstow Pomocniczych Dla Nauczycieli Ksztalcenia Obywatelskiego

Selected Supplementary Materials for Civic Education Teachers

This part of the **Curriculum Guide** presents supplementary articles by prominent scholars throughout Poland, some of whom have served in an advisory capacity to the primary and secondary school educators who developed the other components of the **Curriculum Guide**. The articles are to be used as references for educators as they work on developing new primary and secondary school civics courses.

WYBÓR TEKSTÓW POMOCNICZYCH DLA NAUCZYCIELI KSZTAŁCENIA OBYWATELSKIEGO

W RAMACH PROGRAMU

EDUKACJA OBYWATELSKA W SPOŁECZEŃSTWIE DEMOKRATYCZNYM

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We are presenting a selection of supplementary texts for teachers of civic education. This anthology has been prepared as part of the program called "Education for Democratic Citizenship," co-sponsored by the Ministry of National Education and the Mershon Center at the Ohio State University (USA).

The collection is meant to supplement the publication containing proposed curricula for primary schools and high schools as well as lesson plans prepared by the Program Team (Zespol Programowy); it is designed for both primary and high school teachers, although the selection of the texts was primarily driven by the needs stemming from the curriculum for civic education at the high school level. The compendium is divided into seven chapters corresponding to the chapters contained in the proposed high school curriculum. The rationale behind the selections has been to provide the teacher with readings stimulating their thinking and expanding their knowledge; where possible, an attempt has been made, in addition, to present different views on the same issue. In most cases, these readings are not meant to be used directly in the context of the lessons. They could be divided into three principal categories: the first contains excerpts from the writings of famous philosophers, sociologists, economists, and psychologists; the second contains the readings actually written by various journalists; whereas the third category consists of international documents concerning human rights protection (such as The General Declaration of Human Rights, The Charter Concerning the Basic Human Rights and Freedoms, and Final KBWE Act). We realize that these selections are subjective and incomplete, but we hope that more and more of such publications for teachers will start being published which will contribute to different views on democratic and free market issues.

A selective bibliography of books and articles dealing with the topics covered in the different chapters of the high school curriculum, and designed to suggest further readings for the teachers, has been included at the end.